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ABSTRACT

This report from the Grady High School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 15 findings concerning enrollment, attendance, reading achievement, math achievement, and achievement in other subject areas. Conclusions and recommendations generated from these findings are the following: (1) scores on the achievement/proficiency test were higher in grades 9 and 11 than for high schools systemwide; (2) scores on the basic skills test were lower for this school than the scores systemwide; (3) factors that may have added to these lower scores are a high mobility index, a high bilingual enrollment, and a high pupil-teacher ratio; (4) the decrease in the percentage of Grady graduates who enroll in post-secondary schools is of some concern; (5) more monitoring of academic performance and institutional factors is in order; and (6) the improvements by compensatory students and the high staff attendance rate at Grady should be commended. Descriptive statistics and test scores are presented in 12 tables. (VM)

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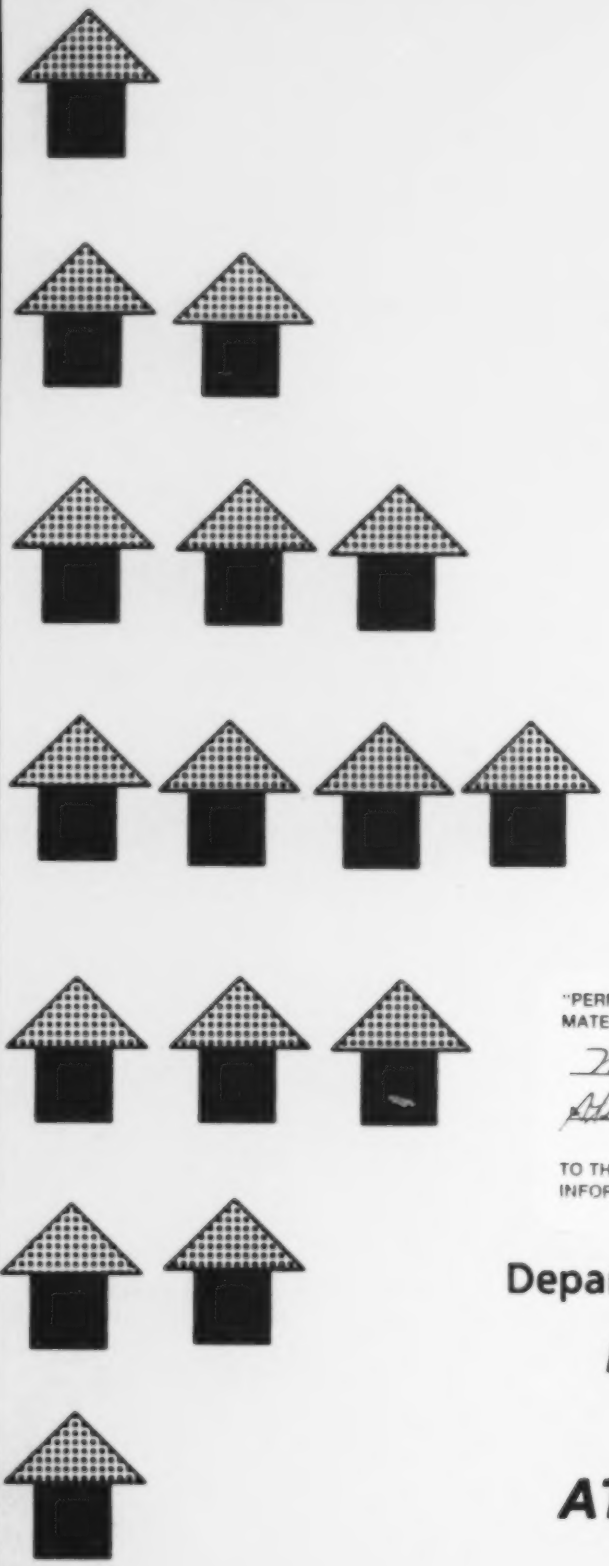

Grady High School

School Report

1986-87

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Department of Research and Evaluation

DIVISION OF CURRICULUM AND RESEARCH SERVICES

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GRADY HIGH SCHOOL
1986-87 SCHOOL REPORT
(Nancy J. Emmons, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms — a narrative analysis followed by accompanying data sheets.

FINDINGS

1. Active enrollment at Grady High School has increased 10.6 percent over the past five years compared to a 14.4 percent decrease for all high schools systemwide. The teacher-pupil ratio at Grady is higher (1:26) than the average ratio for high schools systemwide (1:22).

2. The percentages of students that participated in compensatory reading and mathematics programs were slightly lower in reading and higher in mathematics than average percentages of participation in compensatory programs systemwide. The percentages of students at Grady that participated in SECME and Magnet programs were higher than average percentages of participation in those programs for high schools systemwide. The bilingual enrollment at Grady is slightly higher than the average for high schools systemwide.

3. The mobility index at Grady was over twice as high for the third consecutive year as the average index of mobility for high schools systemwide. The percentages of students new to the school and new to the system were significantly higher for Grady than systemwide.

4. The percentage of pupil attendance at Grady was lower than the average percentage for high school pupils systemwide. The percentage of certified staff attendance at Grady was higher than the average staff percentage systemwide.

5. Data on progress in the high school ninth and tenth grade language arts standardization program indicate that lower percentages of Grady students in most of the standardized courses completed expectations with mastery compared to students in those courses systemwide. The differences between the school and the system are significantly large for some of the standardized courses.

6. Language Arts minimum skills data indicate that ninth grade students at Grady mastered a lower number of skills than ninth graders systemwide in Language Skills I and II courses.

7. Data on progress in the secondary mathematics standardization program indicate that a higher percentage of Grady students completed with mastery the expectations in about one-half of the standardized courses compared to the percentage completing these courses with mastery systemwide. However, for courses in which the percentages of Grady students who completed with mastery were lower than systemwide, the differences were significantly large.

8. Unmatched results of the spring 1987 administration of the Tests of Achievement and Proficiency (TAP) indicate that 36 percent of the students at Grady scored at or above the national norm in reading and 32 percent of the Grady students scored at or above the national norm in mathematics. These percentages for Grady are higher than the 32 percent in reading and the 31 percent in mathematics for all high schools systemwide. Percentages at or above the national norm for Grady increased from 1986 to 1987 in both reading and mathematics for grades 9 and 11, but decreased for grade 10.

9. Median percentile scores for Grady students in grade 9 on the TAP Social Studies and Science subtests were higher than systemwide, but lower than statewide.

10. Matched TAP scores for reading and mathematics indicate increases in the percent at or above the national norm for students who have attended Grady for two consecutive years. These increases are comparable to the increases for matched students systemwide.

11. The average TAP Total Reading normal curve equivalent (NCE) gain for compensatory reading students at Grady from 1986 to 1987 were higher than the average NCE gains for compensatory reading students systemwide, for noncompensatory students at Grady, and for noncompensatory students systemwide.

12. The average TAP Total Mathematics NCE gain for compensatory mathematics students at Grady was higher than the average NCE gains for compensatory mathematics students systemwide, for noncompensatory students at Grady, and for noncompensatory students systemwide.

13. Results from the Fall 1986 administration of the Georgia Basic Skills Tests (GBST) for regular program, first-time examinees indicate that lower percentages of students at Grady passed the GBST in both reading and mathematics compared to percentages systemwide and statewide. Percentages of passing scores for Grady in both reading and mathematics have decreased from Fall 1985 to Fall 1986.

14. Cumulative GBST results as of the end of the senior year (1987) for Grady indicate that zero percent of Grady seniors had not passed the GBST in both reading and mathematics compared to zero percent systemwide in reading and one percent in mathematics.

15. A comparison of the Class of 1985 and the Class of 1986 graduates enrolled in post-secondary schools indicates that a one percent decrease was found for Grady graduates compared to a 5 percent increase over the two-year period for high school graduates systemwide. The Class of 1986 at Grady reported 58 percent enrolled in post-secondary schools compared to 63 percent of the Class of 1986 systemwide.

CONCLUSIONS

Performance on the TAP in grades 9 and 11 (not in grade 10) is generally higher for students at Grady than for high school students systemwide. The TAP Social Studies and Science subtest results are higher for Grady than systemwide, but not statewide. The GBST results for Grady indicate significantly lower percentages of students passing the

test than systemwide. The high mobility index at Grady and the large number of special programs at the school may have contributed to lower percentage of completion with mastery for Grady students in some of the language arts and mathematics standardization courses. A high pupil-teacher ratio and bilingual enrollment for Grady, as compared to the statistics for high schools systemwide, could have had an impact on areas of lower performance at Grady. The decrease in the percentage of Grady graduates enrolled in post-secondary schools compared to a systemwide increase over the past two years is of some concern.

RECOMMENDATIONS

It is recommended that the higher mobility, the higher pupil-teacher ratio, the lower pupil attendance, and the lower percentage of Grady students continuing their education after high school be examined closely. Performance of Grady students on the standardization indices for language arts and mathematics should be monitored. Grady results on the GBST may require attention. The Grady school/community is strong and can be characterized by a highly motivated staff and student body, along with quality leadership. The higher percentage of Grady students in grades 9 and 11 that scored at or above the national norm on the TAP compared to systemwide should be noted. The improved performance in both reading and mathematics by compensatory students at Grady is commendable. High staff attendance at Grady compared to staff attendance systemwide deserves attention and praise.

Division of Curriculum and Research Services
Department of Research and Evaluation
September 25, 1987

1986-87
DATA DESCRIPTION SHEET
FOR HIGH SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Standardized Language Arts Program

Student progress in standardized language arts courses in grades 9 and 10 is reported in terms of the completion and mastery of an expected number of units, based upon system criteria. In addition, the mastery of specified minimum skills related to the Georgia Basic Skills Tests was expected for students enrolled in Language Skills I and II.

Standardized Mathematics Program

Nine mathematics courses which are predominantly taught to ninth and tenth graders were standardized systemwide. Student progress is reported in terms of the completion and mastery of an expected number of units, based upon system criteria. Data are reported only for students enrolled in the standardized courses both first and second semester.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

Tests of Achievement and Proficiency (TAP) - Unmatched and Matched

The complete test battery of the TAP (which includes subtest for social studies and science) was a requirement of the state testing program for grade 9. The basic test battery of the TAP was a requirement of the Atlanta Public Schools' (APS) testing program for grades 10 and 11.

Project and Non-Project Results

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives at selected grades. Results are reported in terms of student mastery and mean scale scores. The GCRT scale scores range from 100 to 300. The GCRT was administered statewide to students in grade 8.

Georgia Basic Skills Tests (GBST) - Fall Administration

All students entering the ninth grade in the 1981-82 school year and thereafter must pass the GBST in reading and mathematics as one of the state's graduation requirements. Students generally take the GBST for the first time in the tenth grade. A student must earn a passing score on each test, and the scores may range from 200 to 400. A student who does not pass the first time may continue to retake the test(s) not yet passed each fall or spring until a passing score is achieved.

Georgia Basic Skills Tests (GBST) - Cumulative Results

Seniors covered by the GBST policy must pass the GBST as one of the requirements for graduating with a regular high school diploma.

Graduates Enrolled in Postsecondary Schools

The graduate follow-up data reflect the number and percentage of graduates of the Classes of 1985 and 1986 who were reported as being enrolled in college, vocational-technical schools, or proprietary schools as of three to six months after the indicated year of graduation.

09/02/87

GRADY HIGH SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (9-12)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	752	785	808	823	832	9	1.1	80	10.6
ALL HIGH	23,282	22,441	21,878	20,962	19,941	-1,021	-4.9	-3,341	-14.4

STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	31.6	57	922.9	67
LOAD EXEMPT	23.8	43	462.5	33
TOTAL	55.4	100	1385.4	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	111	13	3072	15
COMPENSATORY MATH	113	14	2558	13
SECME	77	9	1608	8
MAGNET	131	16	2609	13
BILINGUAL	13	2	163	1
PUPIL-TEACHER RATIO	26.3		21.6	
NUMBER/PER CENT OF PUPILS NEW TO APS	149	18	1958	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	361	43	4930	25
MOBILITY INDEX:				
1984-85	.61		.25	
1985-86	.67		.28	
1986-87	.59		.28	
PER CENT PUPIL ATTENDANCE:				
1984-85		86.5		90.8
1985-86		87.5		90.2
1986-87		86.3		89.1
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		93.4		93.7
1985-86		94.3		93.4
1986-87		95.7		94.8

Iowa Tests Of Basic Skills - Unmatched
And/Or
Tests Of Achievement And Proficiency - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Percent At/Above National Norm Diff
09		205	200	50	30	32	2
10		161	153	50	39	37	-2
11		132	130	50	38	41	3
	School Total	498	483	50	35	36	1
	All High	15,069	14,432	50	28	32	4

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Percent At/Above National Norm Diff
09		205	200	50	22	30	8
10		161	153	50	34	26	-8
11		132	130	50	38	42	4
	School Total	498	483	50	30	32	2
	All High	15,073	14,436	50	26	31	5

09/22/87

GRADY HIGH SCHOOL

TESTS OF ACHIEVEMENT AND PROFICIENCY - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	1986	1987	DIFF	TOTAL MATH N	1986	1987	DIFF
10	PERCENT	50	106	35	41	6	106	26	31	5
	MEAN GE	10.7		8.2	10.0	1.8		8.3	8.9	0.6
11	PERCENT	50	104	43	44	1	104	40	46	6
	MEAN GE	11.7		9.3	11.0	1.7		9.0	10.5	1.5
SCHOOL TOTAL										
	PERCENT	50	210	39	42	3	210	33	39	6
	MEAN GE			8.7	10.3	1.6		8.3	9.6	1.3
HIGH SCHOOL TOTAL										
	PERCENT	50	8,566	31	34	3	8,565	27	34	7
	MEAN GE			8.8	9.9	1.1		8.8	9.9	1.1

TESTS OF ACHIEVEMENT AND PROFICIENCY
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

Grady High School

SOCIAL STUDIES

		Median Percentile				Mean GE			
Grade	Tested	National Norm	State	System	School	National Norm	State	System	School
09	233	50	47	30	38	9.8	9.9	8.5	9.3

SCIENCE

		Median Percentile				Mean GE			
Grade	Tested	National Norm	State	System	School	National Norm	State	System	School
09	233	50	47	26	33	9.8	10.0	8.2	9.0

09/22/87

GRADY HIGH SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
READING TOTAL

PROJECT	GROUP	YEAR	GRADES 8 N	8 NCE	9 N	9 NCE	10 N	10 NCE	11 N	11 NCE	12 N	12 NCE	70 N	70 NCE	N	NCE	TOTAL N	TOTAL NCE
COMP. READING	SCHOOL	1986			30	18	6	10									36	16
		1987				27		19										25
		GAIN				9		9										9
	TOTAL HIGH	1986	519	29	539	25	146	23	52	35							1256	27
		1987		27		28		26		32								28
		GAIN		-2		3		3		-3								1
NO READING PROJECT	SCHOOL	1986			120	45	112	45	115	47							347	46
		1987				44		45		48								46
		GAIN				-1				1								
	TOTAL HIGH	1986	1198	44	3266	38	3493	43	3422	43			8	31			11387	42
		1987		37		42		45		43				32				43
		GAIN		-7		4		2						1				1

09/22/87

GRADY HIGH SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 8 N	8 NCE	9 N	9 NCE	10 N	10 NCE	11 N	11 NCE	12 N	12 NCE	70 N	70 NCE	TOTAL N	TOTAL NCE
COMP. MATH	SCHOOL	1986			24	13									24	13
		1987				19										19
		GAIN				6										6
	TOTAL HIGH	1986	191	24	287	19	112	23	15	18					605	21
		1987		23		25		29		19						25
		GAIN		-1		6		6		1						4
NO MATH PROJECT	SCHOOL	1986			126	41	118	39	115	42					359	40
		1987				42		40		46						43
		GAIN				1		1		4						3
	TOTAL HIGH	1986	1520	40	3522	36	3525	40	3458	40			8	21	12033	39
		1987		34		39		43		43				27		41
		GAIN		-6		3		3		3				6		2

08/19/87

GRADY HIGH SCHOOL

SUMMARY REPORT OF LANGUAGE ARTS PROGRESS
1986-87

FIRST SEMESTER

GRADE/COURSE	COURSE ENROLLMENT	STUDENTS COMPLETING EXPECTED UNITS		STUDENTS MASTERING EXPECTED UNITS	
		N	%	N	%
09					
READING DEV. I					
SCHOOL	11	6	55	5	45
SYSTEM	602	548	91	396	66
LANG SKILLS I					
SCHOOL	66	45	68	44	67
SYSTEM	1,362	1,168	86	890	65
ENGLISH I					
SCHOOL	86	81	94	56	65
SYSTEM	2,076	2,019	97	1,617	78
GRADE/COURSE					
10					
READING DEV. III					
SCHOOL	38	29	76	24	63
SYSTEM	409	369	90	267	65
ENGLISH III PREP-A					
SCHOOL	70	34	49	26	37
SYSTEM	1,468	1,306	89	1,029	70
ENGLISH III					
SCHOOL	168	166	99	57	34
SYSTEM	2,909	2,750	95	2,217	76

SECOND SEMESTER

GRADE/COURSE	COURSE ENROLLMENT	STUDENTS COMPLETING EXPECTED UNITS		STUDENTS MASTERING EXPECTED UNITS	
		N	%	N	%
09					
READING DEV. II					
SCHOOL	17	15	88	10	59
SYSTEM	863	750	87	590	68
LANG SKILLS II					
SCHOOL	56	34	61	29	52
SYSTEM	1,250	1,047	84	807	65
ENGLISH II					
SCHOOL	68	66	97	41	60
SYSTEM	1,787	1,730	97	1,448	81
GRADE/COURSE					
10					
READING DEV. IV					
SCHOOL	52	43	83	36	69
SYSTEM	393	334	85	266	68
ENGLISH III PREP-B					
SCHOOL	92	68	74	53	58
SYSTEM	1,468	1,263	86	1,028	70
ENGLISH IV					
SCHOOL	152	93	61	73	48
SYSTEM	2,639	2,496	95	2,157	82

7/20/87

GRADY HIGH SCHOOL

MINIMUM SKILLS
END OF YEAR 1986-87

LANGUAGE SKILLS I AND II
(COURSE NUMBERS 301820-301920)

GRADE		PERCENT OF STUDENTS MASTERING EACH SKILL																AVERAGE NUMBER SKILLS MASTERED	N
		1AB	1C	1D	2	3	4A	4B	4C	4D	5	6	7	8	9	10	11	12	
09	SCHOOL	46	61	54	30	47	37	42	51	46	65	58	2	4	46	53	35	23	7	57
	SYSTEM	60	70	64	54	58	60	61	59	54	73	51	40	45	49	49	54	50	10	1,131
	DIFF	-14	-9	-10	-24	-11	-23	-19	-8	-8	-8	7	-38	-41	-3	4	-19	-27	-3	

9/15/87

GRADY HIGH SCHOOL

SECONDARY MATHEMATICS PROGRESS
STANDARDIZED COURSES 1986-87

COURSE		EXPECT. CHAPTERS TAUGHT	EXPECT. CHAPTERS MASTERED	AVG. NO. CHAPTERS TAUGHT	AVG. NO. CHAPTERS MASTERED	% EXPECT. CHAPTERS TAUGHT	% EXPECT. CHAPTERS MASTERED	NO. OF STUDENTS
MATHEMATICS 2	SCHOOL 15	15	14	4	93	27	37
	SYSTEM 15	15	12	6	80	40	831
GEN MATHEMATICS	SCHOOL 16	16	12	8	75	50	86
	SYSTEM 16	16	12	7	75	44	1109
BASIC ALGEBRA I	SCHOOL 13	13	13	8	100	62	50
	SYSTEM 13	13	11	6	85	46	1195
ALGEBRA I	SCHOOL 11	11	9	6	82	55	50
	SYSTEM 11	11	10	5	91	45	1171
MATHEMATICS 3	SCHOOL 16	16	11	6	69	38	4
	SYSTEM 16	16	15	8	94	50	202
CONSUMER MATH	SCHOOL 15	15	13	4	87	27	50
	SYSTEM 15	15	12	8	80	53	737
BASIC ALGEBRA 2	SCHOOL 12	12	12	2	100	17	16
	SYSTEM 12	12	11	7	92	58	694
PLANE GEOMETRY	SCHOOL 14	14	13	8	93	57	59
	SYSTEM 14	14	12	7	86	50	1337
ALGEBRA 2	SCHOOL 11	11	9	7	82	64	38
	SYSTEM 11	11	10	6	91	55	1174

August 1987

Grady High School

GEORGIA BASIC SKILLS TESTS
REGULAR-PROGRAM, FIRST-TIME EXAMINEES
FALL ADMINISTRATIONS, 1984-85

	Fall 1984		Fall 1985		Fall 1986	
	N Tested	% Passed	N Tested	% Passed	N Tested	% Passed
Reading						
School	150	84	166	87	164	57
System	4,667	85	4,698	89	4,694	74
State	73,224	95	76,102	96	78,132	90
Mathematics						
School	154	71	168	65	176	43
System	4,714	71	4,687	74	4,774	55
State	73,564	89	76,223	90	78,645	80

August 1987

Grady High School

GEORGIA BASIC SKILLS TESTS
CUMULATIVE RESULTS AS OF END OF SENIOR YEAR

	School				System			
	Passed		Not Yet Passed		Passed		Not Yet Passed	
	N	%	N	%	N	%	N	%
Reading								
1985	88	100	0	0	3,415	100	9	0
1986	93	100	0	0	3,480	99	20	1
1987	125	100	0	0	3.503	99	11	0
Mathematics								
1985	88	100	0	0	3,409	100	15	0
1986	93	100	0	0	3,468	99	33	1
1987	125	100	0	0	3,487	99	26	1

Data Base: Regular-program seniors covered by the GBST policy and with GBST record

Note: All percentages were rounded to the nearest whole number.

August 1987

Grady High School

COMPARISON OF THE CLASS OF 1985 AND THE CLASS OF 1986 GRADUATES ENROLLED IN POST-SECONDARY SCHOOLS

	Graduates - Class of '85				Graduates - Class of '86				Difference - 1985-86
			Grads Enrolled in Post-Secondary Schools				Grads Enrolled in Post-Secondary Schools		
	1985 Grads	No. Reporting	No.	Percent by Total Grads Reporting	1986 Grads	No. Reporting	No.	Percent by Total Grads Reporting	Percent by Total Grads Reporting
School	160	154	91	59	147	145	84	58	-1
System	4,005	3,606	2,066	58	3,735	3,337	2,108	63	5